

TRACK NAME	PRESENTER	TITLE	ABSTRACT
TUESDAY 23.3. CET time			
8.00	Emma Piirinen Niina Kärkkäinen Eero Heinonen, Ossi Pärssinen, Esko Maijala Sini Salejärvi Jukka Törrö	International Studies in Social Services - Student´s and Alumni´s experiences	International Studies in Social Services - Student´s and Alumni´s experiences: Why is international experience useful? What you gain from cross cultural learning? Exchange experiences from Hungary, Namibia, New Zealand, Gambia, Estonia and Russia
10:00	Katrin Naumann, Karola Köpferl	Social Entrepreneurship for Social Worker and other humanities scholars.	<p>Social work and social entrepreneurship may sound conceptually similar, connections are rarely found. Entrepreneurship is understood as the implementation of new ideas or services So it could be seen as an approach to solving social problems in an entrepreneurial way. Addressing a social challenge is the primary goal and revenue generation more the means to achieve it.</p> <p>Due to the change in working environments and in the course of digitalisation, there are increasing challenges in employment relationships in the various fields of social work. Beyond the discourses of professions and economisation, students and alumni are faced with the question of what kind of professional activity they want to earn their living with.</p> <p>In the framework of our research on social entrepreneurship with social work students at Mittweida University of Applied Sciences, a central claim was that there is not enough experienced in the implementation of ideas. Nevertheless, all interviewees felt it was necessary to integrate content into the social work degree programme.</p> <p>Entrepreneurial thinking is critically occupied in the profession of social work. Dealing with socially relevant issues such as poverty and discrimination through social entrepreneurship is a suitable subject content for the study programme. The ambition to create social added value lies in the motivation of most students. Intended as a new form of learning in social science teaching, social entrepreneurship education offers the opportunity to positively confront students with budget planning, concept development and their own project management skills.</p> <p>Start-ups in social work can be successful. This is proven by our project group in the brochure "Self-employment and Social Work. Interviews of founders with</p>

			<p>social work degrees", which was published in 2019. For this purpose, twelve founders with social education degrees were surveyed.</p> <p>The aim is to encourage social work students to think about the possibilities of professional self-employment and to show a possible alternative to "being employed". By developing socially accepted "business models", a discourse on the connection between economic thinking and social action can be initiated among the students. The acquisition of competences in economics serves to change perspectives and to reduce prejudices against the other profession.</p> <p>We encourage social work students to think about the possibilities of entrepreneurship and to point out a possible alternative to "being employed". By developing socially accepted "business models", a discourse on the connection between economic thinking and social action can be initiated. The course broadens the knowledge horizon in various areas. In addition, the students deal with the basics of economics and project management, which are rarely addressed in the curriculum.</p> <p>Evolving fields of work require competences that go beyond one's own profession.</p> <p>In this workshop Katrin Naumann and Karola Köpferl will show social entrepreneurship methods for social scientists and humanities scholars.</p>
11:30	Piia Roos	Learning Both Ways - Finnish Early Childhood Education from International viewpoint	<p>Every educational system has pros and cons. When getting familiar with different educational systems it is not about compering one to another. It is not about better or worse. It is about stimulating critical thinking and opening new perspectives by making familiar strange and provoking questions (Vlasov 2018). It challenges us to understand our own culture and education in a deeper way. That is the main point in the international co-operation. And of course, it opens possibilities to learn both ways.</p> <p>In this session the focus is on Finnish Early Childhood Education (ECE). The core goals of Finnish ECE will be introduced shortly, but the main idea is to discuss about the concept of learning. What is the position of learning in ECE? How to promote children's learning by the best possible way? While comparing the systems in different countries, what can we learn from each other?</p>
12:30	Essi Katila & Olli Sillanpää	Supporting mental health and capability of young migrant men: a culturally sensitive approach	<p>Valomo Coaching is a project of NGO Pakolaisnuorten tuki ry (Refugee Youth Support), which aims to improve capability and mental health of young unemployed migrant men through group and individual counseling. Our lecture introduces culturally sensitive methods developed in the project. Special attention</p>

			is given to refugee specific needs, such as the need to process possible traumatic background, racist experiences, and fragmentation of identity and to improve confidence in using Finnish language.
14:00	Bart Vanhoenacker	Social-Artistic Practices -Social Pedagogical Art & Creativity Exploration	Are you interested in art and creativity in social contexts? You want to explore artistic workshops for people with a disabilities, socio-artistic practices in neighbourhoods or creative expression as an alternative way of communication? Then you must join S.P.A.C.E.! In this 30 ECTS programme you get to explore how art and creativity are linked and used in social-pedagogical settings.
WEDNESDAY 24.3.			
8:30	Anna Metteri, Leea Lakkala, Eveliina Julkunen	Global Social Work Finland	<p>Global Social Work Finland (GSW) is a Finnish non-profit organization that was founded in Tampere in 2001 by a group of social work professionals. It is a network of social work professionals, students, teachers, researchers and people working in different fields. Our aim is to bring people together to promote global understanding and solidarity within social welfare work and widely in society. We believe that global understanding should be part of all social work practice and research. Our projects are firmly grounded in the ethical foundation of social work: equality and significance of all people.</p> <p>The association was registered the following year. According to the rules of GSW, the association seeks to promote social work development and companionship in Finland and abroad. In addition the purpose is to promote global solidarity and social justice.</p> <p>Our vision is an equal and humane society, and a world that enables alternative economic development. Within this vision social workers are politically active agents whose work promotes sustainable development, peace, social justice and global solidarity.</p> <p>Discussion based on my experiences from the international social work participation and activities related to my roles as member of the Board of Directors, International Association of Schools of Social Work (IASSW) representative of the Nordic sub region 2011–2016, as academic coordinator of the Asia Network Programme in social work at the University of Tampere 2007–2012 with Tata Institute of Social Sciences, India, as academic coordinator of the North South South Higher education exchange programme in social work</p>

			the University of Tampere 2004–2015 with TAMK, St. Augustine University of Tanzania, Universidad Eduardo Mondlane and ISEDEL in Mozambique, University of Kwazulu-Natal in South Africa.
10:00	Aiga Romane-Meier	<i>Resilience Center</i> in Latvia Resilience and protective factors in individual, family and community level. Introduction to participation activities.	<p style="text-align: center;">Participation of youth: strengthening of resilience</p> <p>“Resilience center” is one non-governmental organization providing social services and develops projects for youth in Latvia. Usually for those who need social support the most – youth with risky behavior, young people at risk and young people who pose a risk to society. Resilience theoretical framework consequently leads to development of protective factors in individual, family and community level. Last projects of organization are focused on protective factors in community level. Successful direction has been strengthening of participation of problematic youth, especially when activities overcome negative stereotypes of society and interrupt chain reactions of negative events.</p> <p>The aim of the presentation is to introduce students with realized activities in which participation as a tool to strengthen resilience was used: 1) youth organized conference in zoom platform for experts; 2) social campaign about youth role and place in society; 3) music records to share youth stories. Presentation contains description aim of activities, description, results, discussion about potential long-term impact and relevance to principles of resilience.</p>
12:30	Ilona Venckiene	The Strengths Perspective in Social Work: Lithuanian Examples from Social Work Practice	<p>Social work concentrates on what goes on in practice. Its main aim is to help people and give them support to live their life in their environment. Our personal history as well as the history of the society are greatly influencing us. It is our choice how to deal with this reality. (L.G.Weazel et al, 2010). The strengths perspective emphasizes the individuals capacities, talents, competencies, possibilities, visions and hopes. Important sources of strength are cultural and personal stories, narratives and lore (Saleebey, 1996).</p> <p>The aim of the workshop – to present the strengths perspective and it’s possibilities to use in practice for human wellbeing.</p> <p>The content of the workshop:</p> <ul style="list-style-type: none"> • to present the main concepts of Strengths Perspective; • to give understanding about the importance of Strengths Perspective.

			<ul style="list-style-type: none"> to learn understand the principles of application of Strengths Perspective by working with clients: Lithuanian examples from social work practice. to experience the practice by using Strengths Perspective: practical tasks. to discuss the professional roles and responsibility of practitioner in application Strengths Perspective with clients.
THURSDAY 25.3.			
9:00	Vishanthie Sewpaul	Personal mastery for professional capabilities and transformative societies	We live in a world divided. The deep fissures of the social fault-lines, based on criteria like race, class, gender, nationality and socio-economic governance, exacerbated by Covid-19, implodes a range of taken-for-granted assumptions. We are at a conjectural moment in world politics that calls for a politics, and a social work with soul. In this lecture, Dr. Sewpaul will discuss the nexus between individual and societal consciousness, and how mindful living, and the power of love, kindness, gratitude, compassion and forgiveness, for self and other, can be elevated to broad socio-political forces in the interests transformative societies
11:00	Līga Āboltiņa	Pupil wellbeing and social pedagogue support during the Coronavirus Pandemic	Pupil wellbeing and social pedagogue support during the Coronavirus Pandemic <ul style="list-style-type: none"> Topicality: psychosocial support options and improvement in the Riga State German Grammar school, as well as pupils and teachers well-being research. How can staff be supported during this time: survey, awareness, inclusion and solutions. Recognition of pupils feelings and the ability to express our emotions, to be aware of them and to acknowledge that we are not alone. Develop a sense of hope and resilience in the future. Survey of well-being aspects. How can a social pedagogue support parents and carers: resources and activities
12:00	Rosa M. Rodríguez-Izquierdo	Researching the links between intercultural education and social-emotional learning	This presentation examines the links between social-emotional learning (SEL) and intercultural education. The work calls for educational attention to the role of emotions in intercultural education and analyses the role of SEL within the umbrella of intercultural education. It claims that both SEL and intercultural education offer a framework for rethinking and changing curricula, school climates and relationships providing the foundation for quality of education for all. Therefore, this connection is not only critical but also inevitable and desirable. It asserts that SEL in intercultural landscapes is a human right that all students are entitled to, and argues that ignoring this

			right amounts to a social injustice. Some educational considerations and strategies for enacting a culturally relevant implementation of SEL in intercultural settings will be provided. The purpose of this presentation is to inform the debate on the role of emotional aspects in intercultural education, and how to configure culturally responsive professionals.
14:00	Amanda Woodward	Evidence based practises	Evidence-based practice is a process by which the best available evidence, practice expertise, and client priorities and values are integrated into the delivery of services. Evidence-based practices are a set of procedures or interventions that are supported by a body of research that demonstrates their effectiveness. This presentation will use the Program of All-Inclusive Care for the Elderly (PACE) to illustrate the intersection between the evidence-based practice process and the development and evolution of evidence-based practices.
FRIDAY 26.3.			
9:00			
10:00			